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ABSTRACT

Designed for use in curriculum development, this value orientation packet addresses the cultural value orientations of American Indians (specifically, the Lakota on the Pine Ridge reservation in South Dakota) and those of mainstream society in an effort to help individuals understand that values differ from culture to culture. Specifically, this packet includes the following: (1) a list comparing the value orientations of the Lakota with those of mainstream society (bravery; generosity; economics; fortitude; wisdom; competition; materialism; compassion; wealth; time; age; religion; education; medicine; sexology; diet; nature; family; child discipline; trust); (2) a value orientation diagram involving correlations between value orientations and activities which: cost more than a dollar; involve competition; are done with the family; utilize classroom knowledge; are done as a leader; involve Native religion; are intellectual; require private ownership; are physical; involve giving or sharing; reflect parental orientation; are time oriented; increase self-respect; help others; and require individual courage; (3) directions for using the value orientation diagram; (4) directions for making group comparisons. (JC)

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VALUE ORIENTATION

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STRATEGY

FOR

REMOVING BARRIERS

March 1975

Coalition of Indian Controlled School Boards, Inc.

Denver, Colorado 80203

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PREFACE

This vaTue orientation packet is the result of research efforts applied by Allen Chuck Ross and Dorothy Brave Eagle. Chuck is currently employed as the curriculum specialist for the Coalition of Indian Controlled School Boards. Dorothy is a consultant for the Coalition in the areas of curriculum develment, school evaluator and Title IV programs. Dorothy is presently completing her Master's Degree in Psychology and Counseling from Wester Colorado University. Chuck is presently completing his Doctorate Degree in Educational Administration from the University of Minnesota.

Chuck and Dorothy were raised on the Pine Ridge Indian Reservation in South Dakota. While at Pine Ridge they had disagreeable experiences with the non-Indian population which live near the Reservations. Chuck and Dorothy surmized that these bad experiences were the result of cultural conflict between the Lakota and non-Lakota population. They decided that rather than perpetuate this ill feeling between their culture and the non-Indian culture, they would work toward developing better relations between the two cultures.

Within this packet is a list of traditional Lakota values compared with non-Lakota values. This list was compiled by Chuck and Dorothy and reflects how they view the traditional values of the people living on the Pine Ridge Reservation.

It is the hope of Chuck and Dorothy that this value orientation packet will be helpful to both the Lakota and the non-Lakota in the understanding of each other. This type of knowledge will remove barriers between cultures by erasing stereo-type images that different cultures have of each other.

VALUE ORIENTATION -- A STRATEGY FOR REMOVING BARRIERS

Concept - Cultural Value orientation

Skill - Understanding one's own values

Objective - To help each individual understand that values are different in each human being.

INTRODUCTION

Most people in a culture have actions that are alike. These are called cultural values. An individual within a particular culture usually is not aware of his actions or values. Because of this, individuals do not realize that they are different. Values are learned at a very early age and an individual merely acts out the values that his culture impressed upon him as important.

Within this value orientation packet is a list of traditional Lakota values and non-Lakota values. The list was compiled by Allen Chuck Ross and Dorothy Brave Eagle. This list reflects how they view the traditional values of the people living on the Pine Ridge Reservation in South Dakota. When viewing the list of values, it must be understood that the values listed are traditional values and that each individuals respect for a particular value may vary. This variance or change has come about because of the meeting of different cultures.

Also within this packet is a value orientation diagram. In using this diagram a method is produced for determining what a person values as most important to himself. This knowledge will be useful in helping a person understand other individuals. Thus removing stereo-type images of different people.

USES OF THE PACKET

This packet has been designed for use in curriculum development, but it also could be used in a variety of ways. The following are ways it could be used in your school system.

A. Curriculum Development the packet could be used by administrators and curriculum development people in determining the value needs of students. This type of information is needed when developing course content.

B. With School Students the packet could be used by teachers to understand what is important to students. The student could take a look at himself creating a better understanding of himself and others.

C. With Teachers the Packet could be used by teachers to understand what they view as important. Then correlate their values with the students values so a better working relationship could be developed between teacher and student.

D. With School Counselors the Packet could be used by counselors to determine student interests and values. These interest and values could then aid in helping the counselor understand a student and help in motivating the student toward school work.

E. With Youth Groups the Packet could be used to plan relevant and interesting youth programs.

F. In selecting Parents to work with youth the Packet could be used to locate adults who hold values similar to the values of the youth.

G. For writing proposals the Packet could be used as a way to collect information in order to document the interest and needs of youth in a community or in the school.

H. In the Community the orientation packet could serve as a tool for creating awareness throughout the community about the values of the students. And understanding of the values helps in determining needs of the students.

TRADITIONAL LAKOTA VALUES COMPARED WITH NON-LAKOTA VALUES

Compiled by Dorothy Brave Eagle
Allen "Chuck" Ross

Traditional Lakota Values	Non-Lakota Values
Bravery: (Individualistic display of courage)	Bravery: (Lacks in individualistic display of courage)
Generosity (Willing to give or share with others)	Generosity (Less willing to give or share with others)
Economics (Pride in individual ownership not important)	Economics (Private ownership very important)
Fortitude (Great individualistic strength of mind that allows the person not display pain, disappointment, happiness and love in public)	Less Fortitudinous (Individual does not care if pain, disappointment, happiness or love is displayed in public.)
Wisdom (Individual respects knowledge and a persons ability to take time to think before making decisions)	Wisdom (Individual respects education degree's, and a persons' ability to make quick decisions).
Competition (Group oriented competition is not between individuals, it is between the individual and himself.)	Competition (Very competitive on an individual basis. Individuals compete against each other.)
Materialism (Acquisition of material objects not important as status for individual)	Materialism (Individual acquisition of material objects constitute the highest value in life)
Compassion (Deep feeling of sharing the suffering of another by giving aid or support).	Compassion (Has less feeling of sharing the suffering of another).
Wealth (Present oriented-individual wealth not important, therefore saving not important. Did not use money as medium of exchange.)	Wealth (Future oriented-individual wealth important, therefore, saving is important. Money used as medium of exchange.)
Time (Uses the universe in time structure, seasons, moon appearances, days, etc.)	Time (Precise time structure, hours, minutes, seconds, etc.)

Age (Respects an older person because of information they have attained through life experiences.)	Age (Less respect for older persons, more respect for youth. Society is youth oriented.)
Religion (Individualized -expression of religion is done between the individual and the Great Spirit.)	Religion (Institutional - expression of religion is done in groups with a priest.)
Education (Instruction individualized, non-graded approach. Entire family contributed to education of child, learning done by precept and example.)	Education (Instruction is given to a group, graded approach, Family expects a Teacher to educate the child. Learning done by Rote and memory
Medicine (Great individualistic strength of mind which allowed a person's body to combat common ailments. Healing methods - Psychological Plant medicines.)	Medicine (Little Individual strength of mind for a person's body to combat common ailments. Person more apt to contact a physician for for advice for even the most elementary ailments. Healing methods -physician precribes pill medicines for remedy.)
Sexology (Female premarital virginity held high by the religious order and the society. Male sexual conquests held high esteem among the males of the society. Married couples practiced birth control for Planned Parenthood.)	Sexology (Female and male premarital virginity holds high esteem for the religious order and the religious order and the society. Birth control forwned on by many religious orders. Planned Parenthood almost non-existant.)
Diet (High protein, ex: Buffalo, Elk, Deer water fowl, very little cultivated agriculture products, example: corn, squach, beans. Many non-cultivated agricultural products, example: rice, onions, turnips, berrys, cherrys, etc. Food preparation-never fried, very little boiling, roasting most common.)	Diet (High Protein, examples, beef, pork, domestic fowl, high starch example; wheat, oats, corn barley, potatoes, etc. High sugar, example: fruits and sugar additives to other food products. Food preparation-baked, fried, boiled and roasted.)
Nature (Regarded as part of universal order by which everything on earth must live. Respects nature when using it's products.)	Nature (Regarded as something which can be manipulated for personel gain.)
Family (Individual views all family relation connections as close relatives examples: in-laws, distant cousins.)	Family (Individual views only immediate family as close relatives.)

Trust
(As a result of the practice of generosity and sharing, there was no need to fear that your fellow man would steal from you. Individuals had no reluctance to help a person in need.)

Child Discipline
(Harsh or physical child discipline was not practiced by the parents. If harsh or physical discipline was needed, it was usually done by an uncle. This kepted open a channel of communication between parent and child.)

Trust
(Great deal of mis-trust among people because of individualistic pride in ownership. Indvidual reluctant to help fellow man in deed.)

Child Discipline
(Harsh or physical discipline was practiced by parent.)

METHOD FOR USING THE VALUE ORIENTATION DIAGRAM

In every society people have a variety of things they view as important. These values may change as a person grows older. In using the diagram on the following page, a method is produced for determining what a person values as most important to himself in the present. The diagram is limited to 10 activities. Thus it is important to limit your responses to particular areas. Examples of areas could be your school, reservation life, employment, etc The directions for completing the value orientation diagram are on the next two pages.

A helpful hint to the person who is administering this orientation diagram would be to read the directions aloud.

VALUE ORIENTATION DIAGRAM

DIRECTIONS: Choose an area (examples - school, employment, or everything in general) then list below 10 activities which you <u>really</u> like to do in that area.

VALUE AREAS

ACTIVITIES	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																
TOTALS																

Add the check marks down each column for a total.

OPTIONAL INFORMATION (Complete only if asked by leader)

1. Your Tribe _____ 2. Age ____ 3. Name _____
4. Grade in School _____ 5. Name of School _____ 6. Sex: M __ F __
7. Marital Status: Married __ Single __ 8. Religious Preference _____
9. Can you speak your Tribal language? Yes __ No __ 10. Do you now hold a school office? Yes __ No __
11. Where have you lived most of your life? Reservation __ City __ Other __

DIRECTIONS

0. In Column 0 put the number 1 next to the activity you listed that you enjoy doing the most of all 10 activities, put the number 2 next to the thing that you enjoy doing second most, etc., until you have ranked all of your activities from 1 to 10.

1. In Column 1 place a check mark by those activities that you have listed that cost more than $1 each time you do them.

2. In Column 2 place a check mark beside those activities that involves competition with a person or group of people.

3. In Column 3 place a check mark beside those activities that are done with your family.

4. In Column 4 place a check mark next to those activities in which you utilize knowledge learned in a classroom.

5. In Column 5 place a check mark next to those activities in which you are a leader.

6. In Column 6 place a check mark next to those activities which you feel involved you in Native Religion.

7. In Column 7 place a check mark next to those activities which involve you intellectually more than emotionally or physically.

8. In Column 8 place a check mark next to those activities that require private ownership of materials before you do them.

9. In Column 9 place a check mark next to those activities which involve you physically more than emotionally or intellectually.

10. In Column 10 place a check mark next to those activities that involve you in giving to or sharing with others.

11. In Column 11 place a check mart next to those activities which you feel your parents would have had on their list at your age.

12. In Column 12 place a check mark next to those activities in which time orientation is important when you do them.

13. In Column 13 place a check mark next to those activities that increase your self-respect when you do them.

14. In Column 14 place a check mark next to those activities in which you are doing something to help another person or persons.

15. In Column 15 place a check mark next those activities which requires individual courage to do.

DIRECTIONS TO FOLLOW WHEN YOU WANT TO ORIENTATE YOURSELF TO WHAT YOU CONSIDER IMPORTANT.

1st. Step Get a piece of paper and put numbers across the top from 1 through 15 as done in the example below. These numbers refer to the questions on the Directions Sheet. Number 1, for example, refers to the value area where people were asked to place a check mark next to each activity that costs over $1.00 to do.

Example of how to put numbers across the top of a blank page:

Value Areas

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

2nd. Step List your score under each number. A "score" is the total number of check marks that people have under each number on the Diagram. For example, the scratch sheet for 10 people for the first 4 columns might look like the following:

VALUE AREAS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1st person	3	2	6	8											
2nd person	4	4	7	3											
3rd person	7	6	3	1											
4th person	2	1	4	7											
5th person	6	3	3	2											
6th person	4	4	9	1											
7th person	1	2	6	5											
8th person	3	5	4	1											
9th person	1	2	1	6											
10th person	5	3	5	4											
TOTALS ...	36	32	48	38											

EACH PERSON'S SCORE IS LISTED UNDER EACH VALUE AREA

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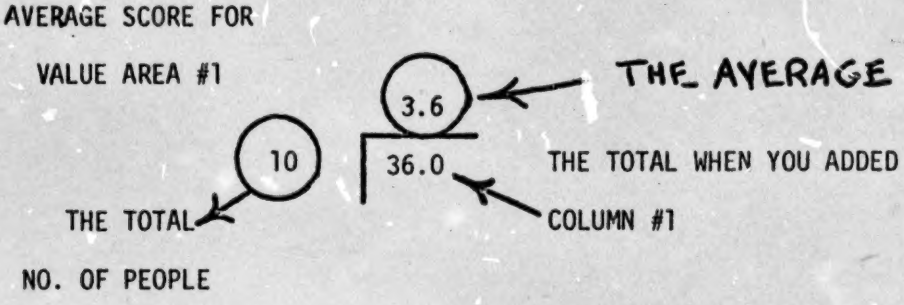
DIRECTIONS TO FOLLOW WHEN YOU WANT TO COMPARE GROUP RESULTS.

1st Step Add the scores down the column as was done in the previous example.

2nd Step To find the average score for your group, divide the total of each value area by the total number of people who completed the diagram. In our previous example, the average score for value area #1 (activities which cost over $1.00 to do) would be 3.6.



This process is completed for each value area.

3rd Step To display the results, pull out the graph form from the back of this booklet.

4th Step On the graph form put a dot on the appropriate line. Notice that the value areas now appear down the left side of the form. The average score for value area #1 (activities which cost over $1.00 would appear as follows: Notice that 3.6 appears as a dot between 4 and 8.

5th Step Continue recording the average score for each value area on the appropriate line. THEN connect the dots with a line.

6th Step To SEE a comparison of your group with another group, lay the Transparency graph form over your now completed graph form and mark with

a grease pencil following the lines on the completed graph form. Repeat for second group.

7th Step Place one transparency over the other then to interpret the results, remember that the numbers across the top of the form are in percentage (%). A score of 3.6 for value area #1 means 36%. Using our previous example, you can therefore say that 36% of the activities which the group listed as activities which they really, really enjoy doing cost over $1.00 to do.

USE WHEN COMPARING GROUP RESULTS

GRAPH FORM

VALUE AREAS Activities which:	SCORES 1 2 3 4 5 6 7 8 9 10 2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8 2 4 6 8
1. Cost more than $1.	
2. Involves competition with others.	
3. Are done with family.	
4. Utilize classroom knowledge	
5. Are done as a leader.	
6. Native religion	
7. Are intellectual	
8. Require private ownership.	
9. Are physical.	
10. Giving to or sharing with others.	
11. Parents would have done.	
12. Time orientation.	
13. Increase self-respect.	
14. Help others.	
15. Requires individual courage.	

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15